DOCUMENT RESUME

ED 367 374 IR 054 922

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TITLE A Study of 2 X 2 Toddler Story Times at the Westerville Public Library.
PUB DATE Nov 90
NOTE 72p.; M.L.S. Research Paper, Kent State University.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Childrens Libraries; Formative Evaluation; Library Services; Preschool Education; *Public Libraries; Puppetry; Reading Aloud to Others; Story Reading; *Story Telling; *Toddlers
IDENTIFIERS Story Boards; Westerville Public Library OH

ABSTRACT

This exploratory survey analyzes the toddler story time program at the Westerville Public Library (Ohio) for a 9-month period. One hundred thirty-five children between the ages of 24 and 36 months participated in the program with a parent or care giver. Each program was limited to 15 children with their parents and consisted of a 20-30 minute program one day each week for a total of 5 weeks. Parents pre-registered their child by either calling or visiting the library. Children currently enrolled in one session were asked to wait an additional three days from the opening date of registration before re-enrolling to give more children an opportunity to participate. Because this was a new program for the library, and due to the lack of existing data in print from other public libraries, numerous variables were experimented with, such as seating arrangement, repetition of stories, use of nursery rhymes, use of routine, and use of puppets. The pros and cons of each session were evaluated through a questionnaire which each parent was asked to complete on the fifth week of each session. Additionally, the storyteller evaluated those aspects which succeeded and failed during each session. A toddler program offers many benefits to the child and his parent, the storyteller, and the library. Fear of the unknown, however, makes this a difficult project to initiate. More research and documentation will allow public librarians to benefit from the experiences of others, and will in turn benefit the children being served. Included in the appendices are a list of toddler characteristics and books; suggested new titles for toddlers; a sample publicity flyer; a letter to parents; sample programs; and the evaluation questionnaire. (Contains 42 references.) (Author/JLB)

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A STUDY OF 2 X 2 TODDLER STORY TIMES AT THE WESTERVILLE PUBLIC LIBRARY

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Patricia Ann Barb

November, 1990

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A STUDY OF 2 X 2 TODDLER STORY TIMES
AT THE WESTERVILLE PUBLIC LIBRARY

This exploratory survey analyzes the toddler story time program at the Westerville Public Library for a nine-month period. One hundred thirty-five children between the ages of twenty-four and thirty-six months participated in the program with a parent or care giver. Each program was limited to fifteen children with their parents and consisted of a twenty to thirty minute program one day each week for a total of five weeks. Parents pre-registered their child by either calling or visiting the library. Children currently enrolled in one session were asked to wait an additional three days from the opening date of registration before re-enrolling to give more children an opportunity to participate. Because this was a new program for the library, and due to the lack of existing data in print from other public libraries, numerous variables were experimented with, such as seating arrangement, repetition of stories, use of nursery rhymes, use of routine, and use of puppets. The pros and cons of each session were evaluated through a questionnaire which each parent was asked to complete on the fifth week of each session. Additionally, the storyteller evaluated those aspects which succeeded and failed during each session. A toddler program offers many benefits to the child and his parent, the storyteller, and the library. Fear of the unknown, however, makes this a difficult project to initiate. More research and documentation will allow public librarians to benefit from the experiences of others, and will in turn benefit the children being served.

Master's Research Paper by

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M.L.S., Kent State University, 1990

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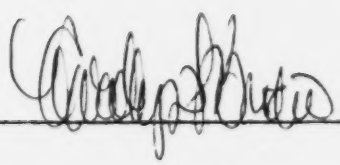
Adviser  Date 11/14/90

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ACKNOWLEDGMENTS

I wish to thank Judy Nichols who offered her advice, wisdom, and enthusiasm to help us initiate a toddler story hour program.

I also wish to thank the Westerville Public Library, especially Nancy J. Smith, Manager of Youth Services, for allowing me to create a toddler program.

Most of all, I wish to thank the toddlers of Westerville and their parents for making this experience so wonderful and for allowing me to share it with others.

CHAPTER 1

INTRODUCTION

Experts in the field, all forms of literature, and librarians who have been involved with toddlers all agree on two specific observations. First, toddlers are unpredictable and perhaps the most unlikely of all age groups on which a public library should concentrate. Second, it is from working with toddlers that some of the greatest and most long lasting benefits come to a children's librarian.

This paper will be in in-depth case study of the first year of toddler story times at the Westerville Public Library. A formative evaluation of the program will review areas such as planning, execution, and evaluation. It will emphasize failures as well as successes and will explain why the various attempts were negative or positive. In this format it will serve not only as a resource for other librarians at the Westerville Public Library, but will bridge a gap in the literature as well.

CHAPTER 2

HISTORY

Working with toddlers in the public library is a relatively new concept. The first informal storytelling experience was at the Pratt Institute in Brooklyn in 1896.[1] Other public libraries which held storytelling sessions at this time included Chicago and Cleveland.[2] The original story hours were created for school age children, and it was not until the 1930s and 1940s that the concept changed to preschool age.[3] It was, in fact, World War II which helped to bring on this change. With more women in the work force, a substitute had to be found to help with the "care, amusement, and education of their small children."[4] This differed from the previous philosophy of library service to children which focused on exposing readers to literature. This new concept was seen by some as simply "a form of babysitting."[5]

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[1]Barbara Wortman, "Storytime for Two-Year Olds: Service to the Youngest Patron," Ohio Library Association Bulletin, July 1985, 23.

[2]Joyce Williams Bergin, June H. Schlessinger, and Bernard S. Schlessinger, "Services Offered to Preschool Children in Texas Public Libraries," Public Library Quarterly, Vol. 8, 1987/88, 39.

[3]Janice N. Harrington, "The Risks of Storytelling," Illinois Library, January 1985, 57.

[4]Bergin, "Services in Texas Public Libraries," 40.

[5]Ibid.

Despite this negative thought, preschool story hours did become an accepted practice. In 1957, a survey of 259 large libraries showed that 121 were in fact holding preschool story hours.[6] In the 1960s, films were combined with books as libraries presented story hours as part of their regular programming.[7]

By the 1970s, story hours were again changing. Younger children were now becoming the focus of the public libraries. In 1983, Ann Carlson cited in her doctoral studies at Columbia University School of Library Service that "public libraries in forty-five of our fifty states offer some form of literature-sharing programs for children under age three or for their caregivers."[8]

This concept did not always meet with approval from experts in the field. In 1972, Vardine Moore stated in her book, Pre-School Story Hour, "until the age of three, most children have a short attention span and are not ready for group activities."[9] Likewise, in the 1977 book, Handbook for Storytellers, Caroline Feller Bauer states that "preschool storytime is for children aged three to five because her experience suggests that a new group situation is an entirely different

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[6]Joyce Williams Bergin, June H. Schlessinger, and Bernard S. Schlessinger, "Services Offered to Preschool Children in Texas Public Libraries," Public Library Quarterly, Vol. 8, 1987/88, 40.

[7]Janice N. Harrington, "The Risks of Storytelling," Illinois Library, January 1985, 57.

[8]Ellin Greene, "Focus on Research: Early Childhood," Top of the News, Winter 1984, 215.

[9]Barbara Wortman, "Storytime for Two-Year Olds: Service to the Youngest Patron," Ohio Library Association Bulletin, July 1985, 23.

experience, and a very young child will not react the same as in his home."[10]

In the late 1970s and in the 1980s, however, more experts came forward with studies which showed the value of story hours to toddlers. In 1977, Juliet Markowsky comments in a School Library Journal article called "Storytime for Toddlers" on how the young children today have changed. She says that "toddlers have an increasingly enriched social environment and that children are more sophisticated, verbally and socially, than children of previous generations."[11] Carolyn Peterson and Brenny Hall wrote Story Programs in 1980 in which they state, "Every child needs to hear stories, and the story program offers a unique setting in which children can hear stories and share them and related experiences with others."[12] Linda Lamme, et al furthers that idea when they wrote Raising Readers in 1980 and stated the purpose of a toddler story hour is intended to "show how both children and their parents can find enjoyment in experiencing literature."[13]

In addition to pure enjoyment, many benefits may be reaped from toddler story hours. In 1975, Burton L. White, director of Harvard University's preschool project, wrote in his book, The First Three Years of Life, that "after 17 years of research on how human beings

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[10]Barbara Wortman, "Storytime for Two-Year Olds: Service to the Youngest Patron," Ohio Library Association Bulletin, July 1985, 23.

[11]Ibid., 24.

[12]Ibid., 23.

[13]Ibid.

acquire their abilities, I have become convinced that it is to the first three years of life that we should now turn most of our attention."[14] This concept was furthered in 1980 by an ALSC report entitled "Programming for Very Young Children" which states "research shows that the future of a child is determined to a large extent by the emotional and intellectual development that takes place between infancy and three years of age."[15] This concept continues to grow and be supported as Zena Sutherland, in Children and Books wrote in 1981 that "the experiences the child has before entering school determines at least half of his or her chances for success in school."[16] Again, this concept was furthered by Dorothy Butler in 1982 when she wrote in Babies Need Books, "There is a definite connection between early book usage and later skills in reading."[17]

Perhaps the most striking analogy comes from a book edited by Lerne Johnson, Start Early for an Early Start, in which the editor states the following, "... as necessary as the food he eats to build a strong body, the stories, pictures, and song experiences that a small child stores in his mind are resources for coping with and enjoying a complex world."[18]

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[14]Christopher Baar-Lindsay, "Library Programming for Toddlers," Public Libraries, Fall 1983, 111.

[15]Diana Young, ed., "Toddlers and Libraries," Public Libraries, Fall 1983, 111.

[16]Barbara Wortman, "Storytime for Two-Year Olds: Service to the Youngest Patron," Ohio Library Association Bulletin, July 1985, 23.

[17]Ibid.

[18]Ibid., 24.

In 1978, Teale researched environmental factors which positively led to early readers learning to read. Four factors were most often suggested.[19] First, printed material was readily available to the young reader. Second, encouraging the child to use pencil and paper. Third, a parent responded to the child who was trying to read on his own. Fourth, and most importantly, were children who were read to by someone in their environment or who they could observe exhibiting the reading habit. Since an American Library Association report conducted in 1978, "United States Libraries and Reading," revealed that "of the 1,515 persons who were queried, only 38% said they read to children under seven on a daily basis,"[20] it is even more important for the public library to assume some of this role.

Three other significant studies were conducted outside the field of library science which strongly affect library programming for young children. In 1967, Martin found when a child is from a home which emphasizes reading, that child is "three times more likely to use the public library... and that three-fourths of the youngest library patrons will develop a lifelong reading habit."[21] Landy researched differences between seventh-grade readers and non-readers and identified the following factors as contributing to a positive reading experience: "the extent to which the child and the family used the library, the number of books the child had to read, and whether the

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[19]Frances A. Smardo, "Public Library Programs for Young Children: A Review of the Research and Descriptive Literature," Public Library Quarterly, Summer 1979, 191.

[20]Ibid.

[21]Ibid., 192.

child had a quiet place to read."[22] Finally, Ziegler's two-year experimental study researched the effect of storytelling, creative dramatics, and library usage only on a total of 289 fourth- and fifth-grade children. He found that "only children in a storytelling group made significant gains in reading ability and in interest in literature."[23]

So it is that research has been growing and changing in its support of the toddler, the library and story hours. Much of this research, however, has been investigated through the field of education. The library science field has been slow to recognize this change. In a research project for the American Library Association done by Gallivan in 1974, she compiled a bibliography of research projects which had been published between 1960 and 1972, and she "found only three research studies pertaining to aspects of public library programs for preschool children."[24] In 1977, Summers addressed the issue stating that there exists literature on describing how to do library programs but that they all fall short in providing "the evaluation of results, the cost analysis, and the validity of providing such programs."[25] Following the research done by Tate and Lange, they summarized these problems into three areas of need for

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[22]Frances A. Smardo, "Public Library Programs for Young Children: A Review of the Research and Descriptive Literature," Public Library Quarterly, Summer 1979, 192.

[23]Ibid.

[24]Ibid.

[25]Ibid., 188.

children's librarians.[26] First, research must be performed which could offer solid support for public library programs for young children. Next, from that research guidelines and standards could be developed for public libraries serving young children. Finally, the role the public library plays in serving the young child could be clarified.

Three library researchers evaluated their parent-child preschool story hours and found some positive results. Wayland questioned 80 of the children's mothers and found a strong majority "noticed a gain in the social growth of their children and an increased interest of their children in books."[27] Kewish found from her six-week toddler story hour that the mothers felt the program "was a good introduction for their children to the library and to books, and that their children had an increased interest in listening to stories, looking at books, and coming to the library."[28] Finally, Cummings explored the correlation between preschool story hour and circulation. She found "a significant correlation existed between the number of preschool programs held each month and the number of easy children's books circulated."[29] She also learned that "adults checked out more adult

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[26]Frances A. Smardo, "Public Library Programs for Young Children: A Review of the Research and Descriptive Literature," Public Library Quarterly, Summer 1979, 189.

[27]Ibid., 193.

[28]Ibid.

[29]Ibid.

books when they came with their children to story hour than when they came without their children."[30]

Research from many fields supports the concept of a toddler story hour at the public library. The children, the parents, the librarians, and the libraries have all benefited from such programs. After all, as Frances A. Smardo said, "The fact that most young children cannot read does not negate the function of the public library regarding the development of an interest in reading."[31]

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[30]Frances A. Smardo, "Public Library Programs for Young Children: A Review of the Research and Descriptive Literature," Public Library Quarterly, Summer 1979, 193.

[31]Ibid., 204.

CHAPTER 3

PHILOSOPHY

Different libraries are motivated to operate in specific ways by different factors. When proposing a toddler story hour, some administrators want cost justification, some want increased circulation statistics, and some study the value the service will offer to a specific clientele of the public library.

Smardo suggests that a philosophy may be developed based on three premises. "The first premise is that young children are desirable clientele of public libraries. The second premise is that young children deserve consideration equal to that customarily given to older children. The third premise is that young children have special capabilities, interests, and needs, which differ from those of older children."[1] Recognizing the value of these patrons allows specific services such as toddler story hour to develop naturally in the library's goal for service to all.

One factor which motivates a library to offer toddler story hours is how the story hour may benefit the library. Janice Harrington, from Urbana Free Library in Illinois, suggests eight areas in which libraries may benefit: "1) attract potential users to the library and

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[1]Frances A. Smardo, "Public Library Programs for Young Children: A Review of the Research and Descriptive Literature," Public Library Quarterly, Summer 1979, 204.

its resources; 2) encourage reading and the circulation of library materials, 3) provide needed children's programming for the library's community; 4) preserve the world's folklore and folk traditions; 5) serve as a tool for library outreach; 6) allow the librarian-storyteller the opportunity to communicate and interact with library users on a more personal and one-to-one level; 7) enhance the professional librarian's knowledge of his or her collection because he or she is actually involved in sharing its materials; and 8) help the library achieve its goal of being a resource for education, culture, recreation, and information."[2]

From the educational view, Christopher Baar-Lindsay from Henderson County Public Library in North Carolina suggests that toddler story hours benefit the developmental tasks of toddlers, specifically "acquisition of language, parallel play, and fine and gross motor development."[3] It is also an education for the parents. The librarian is introducing them to the many types of literature which is available for use with their toddlers. The librarian is also acting as a teacher for the parents by showing them various ways, such as songs, finger plays, and drama, in which they may interact with their children.

Barbara Wortman, from Mount Vernon Public Library in Ohio, suggests that parents also benefit from toddler story hours because they learn that the library believes in them and their children by

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[2]Janice N. Harrington, "The Risks of Storytelling," Illinois Library, January 1985, 57.

[3]Christopher Baar-Lindsay, "Library Programming for Toddlers," Public Libraries, Fall 1983, 112.

offering this specific program. She also sees it as a way to create a "meaningful rapport between the parents and the children's librarian."[4] The stereotype of a library being a quiet place for older children is shattered and parents of young children feel comfortable using the library as well. As Jo Potter at Alpha Park Public Library District in Illinois suggests, the toddler story hour may also "furnish a reason for an adult/child outing."[5]

Finally, the toddlers themselves benefit. For many this will be their first group experience and first opportunity for socialization. This experience with a parent serves as a good training time so that the three-year-old will know how to behave and what to expect when she goes to preschool story hour without a parent. Mary Madsen from Bettendorf Public Library and Information Center in Iowa sums up toddler story hours as follows: "As he grows older, he probably won't remember the toddler/parent story times he attended, but his earliest impressions of the public library will be ones of fun and happiness and learning. He has a good foundation for future use of the library and is developing a desire to visit the library often."[6]

Debby Jeffery and Ellen Mahoney at San Francisco Public Library state: "We feel that our lapsit children will develop into lifelong readers and supporters of the library. They, in turn, will share

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[4]Barbara Wortman, "Storytime for Two-Year-Olds: Service to the Youngest Patron," Ohio Library Association Bulletin, July 1985, 24.

[5]Janice N. Harrington, "The Risks of Storytelling," Illinois Library, January 1985, 61.

[6]Ibid., 67.

literature with their very young children."[7] This also represents the philosophy at the Westerville Public Library. Toddler story hour is not held specifically for increased circulation statistics, so that children will learn to read faster, or so that they will be better behaved in future activities. It is held so that young children will develop a love for books and for the library. As Jeffery and Mahoney state, "The satisfaction of seeing young children and their parents enjoying the library is well worth the effort."[8]

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[7]Debby Jeffery and Ellen Mahoney, "Sitting Pretty: Infants, Toddlers, and Lapsits," School Library Journal, April 1989, 37.

[8]Ibid., 39.

CHAPTER 4

PLANNING

Toddler Characteristics

The first area on which to concentrate when planning a toddler story hour is toddler characteristics. It is important to know what may and may not be realistically expected from the group with which the story hour deals.

Some of these characteristics of special concern to librarians have been summarized by the Public Library of Charlotte and Mecklenburg County in North Carolina.[1] They include:

1. Impulsive
2. Repetitive tasks enjoyed
3. Egocentric
4. Individualist
5. Passive action instead of participatory
6. Shy
7. Short attention span
8. Few fine motor skills
9. Much energy
10. Like to touch everything

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[1]Public Library of Charlotte & Mecklenburg County, Toddler Story Program Presentation (Charlotte: North Carolina State Library, 1989), 1.

11. "Paradoxical age" - between dependence and independence

12. Ritualist

13. Domineering

14. Dictatorial

Additional advice and recommendations may be found in parenting books.

Another method of learning about toddlers is through observation. No amount of reading compares to seeing the child in action. Visit day-care centers and play groups. Most importantly, visit other libraries which hold toddler story hours.

Once the story hour has been developed, encourage other children's department staff to observe a session. This not only helps prepare them for when they may have to lead a group, but it allows them to have a greater understanding of the program and a greater tolerance of the toddlers the rest of the time they are in the library.

Personal Note

(Throughout the paper I will give examples from the 2 X 2 Toddler Story Program at the Westerville Public Library in an effort to let others learn from our experiences.)

One librarian had consistently worked with the 2 X 2 program. Despite her enthusiasm, the other children's department members were reluctant to participate. During the last five-week session, another librarian observed the story hours. At first she was amazed at seeing children just get up and walk around or not participating at all. After five weeks, however, she feels much more relaxed and much more prepared to conduct a group herself.

Story Hour Session Details

Details for a toddler program must be planned independently from any other children's programs which may be offered. Based on the toddler's characteristics, the following criteria may be helpful.

1. The toddler is defined as any child between twenty-four and thirty-six months of age.

   Because preschool story hour is held for children between the ages of three and five, it was decided to stop toddler story times once the child turned three.

2. The toddler must be accompanied by a parent or care giver.

   Because this is fun time at the library, the librarian should not be the one to discipline a child. Likewise, most toddlers need assistance with finger plays and rhymes. The story hour offers valuable time for the parent and child to be together with some uninterrupted and undivided attention.

3. Each story hour should be limited to between ten and fifteen children.

   Because toddlers are not used to large groups and because they do not like to share, ten toddlers and their parents make an ideal number. This makes sharing the illustrations easier and allows the librarian to have more individual contact with the children. Up to fifteen is still acceptable, as oftentimes not all the children will be able to attend each week. The number, however, often depends on the demand the library may have for the program.

4. Story hours should be held in the mornings for toddlers.

   Because toddlers often still take afternoon naps, they are freshest around 10:00 A.M. and tend to respond best before lunch.

5. Story hour sessions are best held for twenty to twenty-five minutes at one time.

   Because the toddler's attention span is so short, it is very difficult to hold the child's interest for more than twenty minutes. The child will not hesitate to let the librarian know he has reached his limit as he simply gets up and moves on to something which does interest him.

6. Five to six weeks is a normal time for one story hour session to be held.

   Because the toddler likes ritual, he takes several weeks to become accustomed to the story hour process. After that point, he is able to predict the pattern each session will take. This time limit again depends on the amount of interest the library has in the program and the number of people whom they must accommodate.

7. A specific story hour area should be utilized.

   Because this is a special time for the toddler, there should be an area which makes this time unique from a normal library visit. It should be well defined so that the toddler understands he is in "story hour" when he is in that space. This also allows a parent to take a child who is not behaving out of the space so that others are not disturbed.

8. Each parent and child team should have a rug, a carpet square or a cushion on which to sit during story hour.

   Because a toddler is shy, this area allows a parent and child to maintain their own space even though they are sharing the room with others. It also reinforces the concept of sitting quietly in one spot during story hour.

9. The cushions should be arranged in a semicircle shape with the storyteller sitting on the floor in the open area.

   Because the toddler is egocentric, he does not like sitting behind someone. This arrangement allows everyone to have a clear view of the storyteller. It also places each child next to the storyteller for those who want to be independent and yet provides a parent behind them for those times they do not want to be.

Personal Note

The first story hour session we made two rows of cushions, one row in front of the other, which is how the three- to five-year olds sit for story hour. We completely lost the attention of the back row. They were only interested in watching the children in front of them. They could not see the books or the storyteller and even the parents did not participate in the activities. Since that initial session, we have been using the semicircle, which is another reason only ten in the group is ideal.

Material Selection

1. Books should be large enough for all the children to see the illustrations.
2. The illustrations should be clear, simple, realistic, and in color.
3. The text should be simple and in a vocabulary toddlers will understand.
4. The text may include sounds, repetition, or rhymes.
5. The subject should be something that toddlers may relate to from their everyday lives.
6. The text should have a satisfying ending.
7. The toddler should be able to use at least one of her senses to participate in the story.
8. To encourage sensory use, or to utilize a good book which needs to be shortened or to have better illustrations, create a flannel board.
9. Utilize songs which the children already know. New words may be added to an old tune.
10. Finger plays should be short and repetitious so that children may learn them easily.
11. Finger plays should be adaptable so that toddlers may use their whole bodies in acting them out rather than fine motor movements.
12. Most importantly of all, whatever material is chosen should be liked by the storyteller. If she does not enjoy it, it will be very difficult to present it in an enthusiastic manner.

Personal Note

We tried some of the "big books" which are on the market today, thinking the children could see the illustrations better. They do much better with a story which is simply retold in a flannel board or acted out with puppets. We also found they like having a longer story presented in this manner. It is a good way to start the story hour while all attention is with the storyteller and provides the story element needed by the "older" two's or those who are used to having books read to them.

We have also found that the majority of toddlers today do not know nursery rhymes or familiar childhood songs. These both make excellent story hour material.

Handouts

The best way to involve the parents in a story hour is through handouts. These handouts include the agenda for the story hour that day as well as the words and actions to all finger plays and songs. Giving each parent a handout at the start of the story hour accomplishes many goals. First, they are able to follow along in the program. If a child is misbehaving, the parent may judge how much material is remaining and act accordingly. Second, having the words and actions encourages the parents to participate in the story hour. Toddlers love to imitate, and who better than their parents. Third, the book lists may be used at later dates to aid the parents in book selection. Fourth, the handouts provide a way to reinforce the story hour at home as parents are able to repeat finger plays and songs.

Fifth, handouts help ease the minds of parents and children who must miss a story hour time.

Personal Note

When we first started our toddler story hours, we gave the parents on the last story hour visit, a bibliography of materials used, just as we did for the preschool story hours. Parents were very reluctant to participate in the activities. Once we began the concept of handing them out each week, parents participated freely in the program.

We have also received feedback from parents who were delighted to have the words to the songs and finger plays at home. The children would not participate at all during the story hour. They simply observed. Parents reported, however, that once they were home, the toddlers played "library" and reenacted the entire story hour for whoever would listen. By having the handouts, the parents were able to encourage this behavior.

One mother told us, "Never underestimate the influence you have on these children."

Registration

Because the number of patrons interested in a toddler story hour is often greater than the number being offered, registration offers the best solution. When held several weeks prior to a story hour session, the information allows a reminder letter to be sent to the parents with a note of the library's expectations for the program. It also allows the storyteller to prepare the name tags in advance.

Reservations are taken as follows:

1. Patrons may register by phone or in person.
2. The child's name and parent's name are requested. Care should be taken to spell all names correctly as this supplies the spelling for the name tags.
3. An address and phone number are requested. These are used to mail confirmation letters, to contact patrons if story hour must be canceled or changed, and to maintain a mailing list of library patrons.
4. The birth date of the child is requested. This eliminates those eighteen-month-olds whom parents sometimes try to place in story hour. It also informs the storyteller of how "young" or "old" those twos really are so materials may be adapted accordingly.
5. A waiting list of five names is maintained. This allows each session to be refilled if a child must cancel or decides he does not want to go to story hour.

Personal Note

Because some parents work and are unable to call or come when registration begins, they were constantly being closed out of story hour. To help this problem, we ask all children who are currently in a story hour session to wait three additional days from the date of registration before reregistering. This allows more people an opportunity to attend the programs and yet enables us to fill all programs with a minimal amount of publicity.

Name Tags

Name tags provide a way for the storyteller to add a personal touch to each session. Children and their parents enjoy being called by name. The parents' name tags allow the adults to get to know one another.

Name tags should be an object which the toddler will easily recognize. They may be copied on a copy machine or made from construction paper. Many note pads which are available today make good name tags as well. The rounder the finished shape the better, as toddlers tend to chew on these during the story hour. All tags should be laminated for extra durability. By adding yarn, the name tags may be easily slipped over the head.

The same shape may be used for both parent and child with a slight variation. For example, a bow tie on the bear may be striped for the parent and solid for the child. The name tags may be numbered on the back for ease of alphabetization and parents may be numbered with an "A" and children with a "B". In this manner, only first names need to be printed on the tags.

Personal Note

Some authorities feel it is not necessary for the storyteller to wear a name tag since the children do not read and parents will remember one name.[2] We have found it to be very important. The times

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[2]Christopher Baar-Lindsay, "Library Programming for Toddlers," Public Libraries, Fall 1983, 112.

children have seen us before story hour begins and we do not yet have on our name tags, they will ask where it is. It is important for the storyteller to be on the same level as the child and wearing a name tag is one way to accomplish this.

CHAPTER 5

EXECUTION

After the planning, falls the execution. Jeffery and Mahoney remind the storyteller that the program is not "a performance and that the librarian is not a performer. Librarians and parents are partners who help each other to make the program work."[1]

The program elements are as follows:

1. Name tags

   The name tags are displayed in alphabetical order on a table in the Youth Services department. The child's name is first with the parent's tag directly behind. As the families come to the area they are greeted by the storyteller who helps the children put on their tags. This gives the storyteller an opportunity to learn names. At first, some children may be shy, so parents may offer their help.

2. Story Bear

   This is a stuffed teddy bear puppet which has become very popular with the children. Many children will talk to the bear before they speak to the storyteller. Some children are afraid at first but will usually feel very comfortable with him by the end of the story hour. If a child is uncomfortable with the puppet, it

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[1]Debby Jeffery and Ellen Mahoney, "Sitting Pretty: Infants, Toddlers, and Lapsits," School Library Journal, April 1989, 39.

simply moves to the side and the storyteller will speak with the child.

The puppet is used to speak informally with the children before story hour. He also does the following: a) leads the children to the story room; b) greets them once they are in the room; c) performs the opening finger play with them; d) introduces the stories; e) hugs and kisses the children at the end of story hour. Because the children respect him, he offers a good method of discipline. If the children become too loud or active, Story Bear tells the storyteller he can not hear the stories. This has an amazing amount of control over a toddler.

3. The bell

A small, inexpensive bell is rung when it is time for the children and their parents to go to the story room. This is a good signal to the children that the activities are about to begin. Lining up and entering the room together allows parents to gain some control of the situation. Story Bear greets them at the door. Inside the room, the child has the control of choosing on which cushion he and his parent may sit. A handout for that day has been placed beside each cushion.

4. Opening

A quieting fingerplay or song is introduced by Story Bear after the storyteller greets the children. The same opening is used for the entire five or six week series. This allows the children to learn the piece and also signals to them that it is time to settle back and listen to a story.

5. Program

The program usually takes the following format:

a) story

b) song/finger play

c) flannel board

d) song/finger play/movement

e) story

f) closing

The longest story should be utilized first when the children are at their freshest. Between stories, songs or finger plays are a good way to involve the children and their parents. The activity allows parents to try to bring any children who may not have been following the story back into the group. Because toddlers have a short attention span, they need time when they do not have to listen but may participate as well.

The second story may utilize that concept and involve the children. A flannel board allows them to see the story better (and often feel it, as well, when they help the storyteller put the pieces on or take them off). A story with sounds or actions which the children may imitate also is a good way to involve the families. Many children will be talking or moving around and this is one way to channel that energy into the story.

Puppets are another method of gaining attention. The children enjoy watching them so much they completely ignore that the storyteller is actually talking.

The closing routine is centered around sleep and quiet. It always begins with "Twinkle, Twinkle." This is a song children learn easily if they do not already know it. The consistency again signals the children that the story hour is coming to an end. The song is followed by a short and simple bedtime story. This is the time to snuggle close to a parent, giving them a special time and calming the children from the other activities of the day. The story is read calmly and with a quiet, soothing voice which helps quiet the children as well. The last story is immediately followed by everyone standing and acting out "Hickory Dickory Dock." The children quickly learn that when they hear the clock, story hour is over.

Personal Note

There have been several areas which have been recommended by experts in the field, with which we disagree. First, it is strongly recommended that the story hour follow a theme, such as bears, ducks, etc. This concept did not work at all for us. By the second story the children were very bored with the topic and we completely lost their attention by the end. The children love variety and show no concern that the first story was about flowers and the second one was about cars. It may not be as easy for the storyteller without a theme, but the program is for the children.

Second, it has been recommended that one story or flannel board be repeated each week. Again, we found this to be too boring for both the children and the parents. It may be a good story

once, but not five times. What does work well for repetition is a finger play or song. Because there is nothing visual with those elements of the program and because fine motor movements are more difficult for a toddler, it may indeed take a child five weeks or more to master a finger play.

Third, some libraries feel crafts must be a part of story hours in order to reinforce the program. If the philosophy of story hour is to develop a love of books, we would like to see the twenty minutes spent on books. A child should learn to take away part of a good story when the program is over rather than a piece of paper. The story is something that will be more valuable to them years from now. We do encourage the parents to follow the story hour with activities at home, including crafts, in order to reinforce something that was learned that day.

Last, be flexible. Even with a printed agenda, we build more stories and finger plays into our program than we could do in twenty minutes. A story that works for one group may not work for another. The children one day may be able to sit for only two stories, when the next week they may enjoy four. Some stories just do not work. It is better to have too much material than not enough. It is also better to follow the cues the children give rather than doing something simply because it was planned. Toddlers are spontaneous; storytellers should be too.

6. Finishing touches

Once the last finger play has been completed, Story Bear asks all toddlers to bring their name tags and their parents' name tags

to him. When the child brings them to the Story Bear, he says good-bye and gives them each a hug. This touch is very important to most children and is good encouragement to return their name tags for the next week. (Children may keep their name tag the last story hour in each session.)

Each story hour there is a display of books appropriate for toddlers in the back of the room. At this time, parents are free to browse through those selections. Many families will stay in the room and read a book before leaving or returning to the library proper.

This time serves three purposes. First, the children are able to quiet down before going back into the main section of the library. Second, it encourages families to spend some special time together enjoying one another or reading together. Finally, it allows the storyteller a special time to visit with the children and their parents on a one-to-one basis in a much more relaxed structure.

Personal Note

We had a fear that because toddlers are very possessive, they may not want to return their name tags. We have not had one child hesitate to return it. Most will even wait in line to receive a hug from Story Bear.

The hugs have turned into very special times as well. Some children are very shy around the storyteller the first week, but it is amazing how they relate to a puppet. They will talk to

him, touch him, and hug him as if the storyteller is not even around. By the second week the majority are ready to hug anyone. The hugging does in fact spread. There is nothing more rewarding than watching a toddler who has just received a hug from Story Bear, run back to his cushion and give his mother a huge hug. One mother even told us that now her child hugs everyone in the house because according to the child, "That's what Story Bear do." This quiet time also gives the children time to digest the stories. Many come and want to look at the books which were just read. This time allows the children to touch those objects, at which for twenty minutes, they could only look. Many librarians who had held toddler times said they kept the puppets as special "no touch" objects. During our special time, we allow the children to hold the puppets. Many, we have found, will retell the stories with them. This is also an excellent time for the children to participate with the flannel board pieces. Rather than having fifteen toddlers rushing up during the story, we ask that they wait until this time. This way, we may take as much time with them as they need. This quiet time usually lasts ten to fifteen minutes, which makes the staff time away from the department for the storyteller about one-half hour, or about the same amount of time as needed for the preschool story hours.

CHAPTER 6

EVALUATION

Toddler programs must constantly be evaluated, not only for justification purposes, but for the development of the program. While it is important to have a good literature background to use as the foundation for a new program, it is also critical that each library's concept be fine-tuned to meet the individual needs of the patrons who are being served. This evaluation may take several different formats as summarized by Harrington.[1]

1. Assessment by the storyteller of the audience's reaction as the program is being given. Similar to a comedian, it is important to watch the audience for signs such as facial expression, laughter, or unnecessary movement.
2. Assessment by the storyteller of the dialogue and interaction with the parents and toddlers during the quiet time following the story hour.
3. The storyteller may use a telephone interview which is conducted at a later date. The benefit of this is that the parents have a chance to digest what went on in story hour and their children's behavior once they went home. The disadvantage is that it is usually not possible to speak with toddlers on the phone.

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[1]Janice N. Harrington, "The Risks of Storytelling," Illinois Library, January 1985, 59.

4. A written questionnaire, which is short and simple, may be utilized if parents may be convinced of its importance so that they take the time to complete and return the form.
5. Assessment by other staff members in the room with the storyteller during the story hour may also be utilized. They may be aware of reactions which the storyteller misses.
6. The best method of assessment is actually a combination of all of the above.

Personal Note

The program at the Westerville Public Library was developed by a combination of these evaluation methods. A basic concept was developed; then various options were tried. Some ideas worked, some did not. In most cases, the parents were so excited and supportive of the program, they were willing to assist with suggestions and tolerate the failures.

When the evaluations were sent to the parents, we tried to emphasize the value of their input so that the service may better meet their needs and expectations. Of the one hundred and thirty-five children who have attended the 2 X 2 story hour, forty evaluation questionnaires have been returned for a total return rate of 30%.

The first two sections dealt with concrete items which could be altered during story hours in the future. These dealt with comments about the time and location of the program as well as suggestions about the materials utilized. All comments were considered and those which seemed viable were tried in other sessions.

The other area of real interest, however, was the section on the development of the child.

The following results were obtained from the forty evaluations which were received:

1. 38 felt the program was helpful in assisting them in selecting library materials for their children, or 95%.
2. 18 felt their children had a longer attention span, or 45%.
3. 24 felt their children had greater interest in looking at books, or 60%.
4. 26 felt their children had greater interest in listening to stories at home, or 65%.
5. 36 felt their children had greater enjoyment and interest in coming to the library, or 90%.
6. 8 felt their children had a greater rapport with other children, or 20%.
7. 14 felt their children had a greater rapport with adults outside the family, or 35%.

We were very pleased to see how closely these statistics followed the results obtained by others in the field who had evaluated their story hour programs. We were also very encouraged to find a majority of the parents were seeing positive effects on their children from the program.

CHAPTER 7

CONCLUSION

A toddler story program is unlike any other activity the library may hold. It is not a preschool story hour which has simply been cut down to toddler size. It requires a unique and concentrated effort to plan and execute. The preparation time is slow and involved and yet the program is simple, moves at a fast pace, and thus is over quickly.

Just as toddlers possess special characteristics, so do the librarians who work with them. It takes an extra measure of discipline, patience, and humor. They must be able to laugh with the children as well as at themselves. Most importantly of all, they must possess a genuine love for these special human beings. That may not be learned from research and the children will not be fooled by the title following the librarian's name. It is, however, something as real to them as the hug is.

Likewise, each librarian and each child is unique. The material, the concept, or the style that works in one situation may not work for another. Consider what others have done and then form the strategy that creates that special bond between your child and your librarian.

The toddlers, the mothers and the fathers are just waiting to be introduced to books. A toddler story hour is an excellent way for the library to touch the lives of these people in one small yet lasting manner.

APPENDIX 1

TODDLER CHARACTERISTICS AND BOOKS

Age Characteristics	Implications	Book Titles
Has limited experiences so interests center on self; egotistical (doesn't play with others--parallel play)	Needs books that deal with self and immediate familiar activities/ environment	I Play In My Room (Rockwell) My Hands Can (Holzenthaler)
Learns autonomy and basic self help skills and has pride in personal accomplishments	Enjoys stories of toddler accomplishments and growing independence	How Do I Put It On? (Watanabe)
Turns pages of a book one at a time--better fine motor coordination	Can begin to use/ look at regular paper (non cardboard paged books	Any paper (non-cardboard) paged book
Has great deal of curiosity	Enjoys games and guessing	Who Said Meow? (Polushkin) Where's Spot? (Hill)
Wants to test limits of adults; assertive and	Enjoys books in which they can	Runaway Bunny (Brown); Are You My Mother (Eastman); I Hate To Go To Bed (Barrett)
Doesn't share--possessive (may hoard!)	Relates to books about owning personal items	Mine! (Mayer)

Source: Compiled by Frances (Smardo) Dowd, Associate Professor, School of Library and Information Studies, Texas Woman's University.

APPENDIX 2

SUGGESTED NEW TITLES FOR TODDLERS

Astley, Judy. When One Cat Woke Up. New York: Dial, 1990.

A counting book which shows a cat's activity throughout the house.

Baynton, Martin. Why Do You Love Me? New York: Greenwillow, 1990.

A father and son discuss why they love one another.

Bennett, David. One Cow Moo Moo. New York: Henry Holt, 1990.

A cumulative counting tale using animals and one surprise character.

Bilezikian, Gary. While I Slept. New York: Orchard Books, 1990.

Describes the noises which happen during the night when a little boy is asleep.

Bunting, Eve. In the Haunted House. New York: Houghton Mifflin, 1990.

The trip through a haunted Halloween house is fun once a little girl and her father finish.

Corcoran, Mark. 'Night, Circus. Chicago: Contemporary Books, 1990.

A child wishes good night to all the people in the circus.

Delaney, Molly. My Sister. New York: Atheneum, 1989.

Tells the good and bad aspects of sisters.

Devons, Sonia, and Shoo Rayner. Shut the Gate. New York: Bedrick, 1990.

It isn't until John gets home from his walk and sees all the animals in the yard that he remembers - he didn't shut the gate.

Dyer, Rod, and Tiffany Passwaters. Who Likes Rain? San Francisco: Chronicle Books, 1990.

Done in rhyme, this book tells what a variety of farm animals would do in the rain.

Ehlert, Lois. Feathers for Lunch. San Diego: Harcourt Brace Jovanovich, 1990.

A cat is looking at twelve different birds for lunch but ends up with only feathers.

Fowler, Richard, and David Wood. Happy Birthday, Mouse. New York: Grosset & Dunlop, 1990.

A simple counting book as each animal brings a candle for Mouse's birthday cake.

Galvani, Maureen. Me and My Cat. New York: Bedrick, 1989.

Tells the experiences of a little boy and his cat.

Geraghty, Paul. Look Out, Patrick. New York: Macmillan, 1990.

When Patrick the Mouse experiences many close calls while taking a walk, all the children will be warning him to "look out."

Hale, Sarah. Mary Had a Little Lamb. New York: Scholastic, 1990.

The classic tale told with colorful photographs of a real lamb.

Hartman, Gail. For Sand Castles or Seashells. New York: Bradbury Press, 1990.

Introduces places such as tree stumps, busy streets and rain puddles and suggests possible uses.

Hoffman, Phyllis. We Play. New York: Harper, 1990.

Two-word rhymes of a child's activities at nursery school.

Kandolan, Ellen. Maybe She Forgot. New York: Cobblehill Books, 1990.

Jessie learns about waiting when her mother is late in picking her up from dance class.

McCue, Lisa. Puppies Love. New York: Random, 1990.

Describes all the things puppies love to do, especially being loved by people.

Maddox, Tony. Spike, the Sparrow Who Couldn't Sing. New York: Barron's, 1989.

All the animals try to teach Spike how to sing, but only the frogs have any success.

Most, Bernard. The Cow That Went Oink. San Diego: Harcourt Brace Jovanovich, 1990.

A cow that only oinks works with a pig that only moos until they each teach the other a new sound.

Rosen, Michael. Little Rabbit Foo Foo. New York: Simon & Schuster, 1990.

Tells the naughty behavior of Little Rabbit Foo Foo until he meets up with the Good Fairy. Based on the song.

Serfozo, Mary. Rain Talk. New York: McElderry Books, 1990.

The sounds of a rainy day are climaxed by a rainbow.

Sieveking, Anthea. What's Inside? New York: Dial, 1990.

Photographs of what would be stored in familiar objects, such as drawers and cupboards.

Stott, Dorothy. Too Much. New York: Dutton, 1990.

A little duck searches for just the right place to swim.

Thaler, Mike. What Could a Hippopotamus Be? New York: Simon & Schuster, 1990.

Large humorous illustrations of what hippos can't be.

This Old Man. Carol Jones, Ill. Boston: Houghton Mifflin, 1990.

With peek-a-boo holes, this book follows the song.

Valens, Amy. Jesse's Daycare. Boston: Houghton Mifflin, 1990.

Compares the events and feelings of a mother and her child as one goes to work and one plays at the daycare.

Williams, Sue. I Went Walking. San Diego: Gulliver Books, 1989.

When the little boy goes walking, he sees many different animals of many different colors.

Wood, Audrey. Oh My, Baby Bear. San Diego: Harcourt Brace Jovanovich, 1990.

When baby bear grows big enough to do things on his own, his parents are relieved to know he hasn't outgrown his goodnight kiss.

Ziefert, Harriet. Parade. New York: Bantam, 1990.

Describes a parade using sound, sight, taste and smells.

PUBLICITY

TWO x TWO: STORYTIME FOR TWO-YEAR OLDS

TWO x TWO IS A STORYTIME FOR TWO-YEAR OLDS (24 MOS.-35 MOS.) ACCOMPANIED BY AN ADULT.

Each 20-25 minute session will feature books, puppets, music, fingerplays, or flannel boards which will build a child's social, motor, and communication skills. It will provide a special opportunity for a parent or care-giver to interact with their two-year old as well as with the library staff.

This storytime will be limited to 15 children. Each child must be accompanied by an adult.

Two x Two will be offered on the following days and times:

Mondays: 10:00 AM	Wednesdays: 10 AM
September 17	September 19
September 24	September 26
October 1	October 3
October 8	October 10
October 15	October 17

Pre-registration is required. **Registration begins Wednesday, September 5, at 9:00 AM.** Registration may be done in person or by phone. There is no charge.

Another set of five-week storytime sessions will be offered beginning the week of November 5, 1990. Registration for the second Fall session will be Wednesday, October 24, 1990.

YOUTH SERVICES
WESTERVILLE PUBLIC LIBRARY
126 South State Street
Westerville, Ohio 43081
882-7277 ext 28

APPENDIX 4

LETTER TO PARENTS

WESTERVILLE PUBLIC LIBRARY

2 X 2: A STORY TIME FOR TWO-YEAR-OLDS

_____ is scheduled for 2 x 2 Storytime on _____ at _____ for 20 to 25 minutes. It begins on _____ and runs for five consecutive weeks, ending on _____.

For many children this will be their first group experience. To make it a happy one, we ask your cooperation and assistance in the following ways:

1. Please discuss storytime with your child before you come, explaining that there will be stories, fingerplays, puppets, games and songs, and that you will participate together. Young children need to know what is expected of them.

2. Bring only the toddler who is registered. Older or younger children should not be a part of this activity.

3. Attendance is important. Activities of one week are dependent on those shared the previous week. Please call if you cannot attend.

4. Once the storytime program is in progress, no one will be admitted to the Activity Center. Two-year-olds are easily distracted and late-comers become the focus of attention. Please plan to arrive early.

5. There will be name tags for your child and yourself. They will help everyone become acquainted and feel at ease.

6. We will hold each program in the Children's Activity Center and will enter together when it is time to begin. There will be cushions on the floor for seating. Please choose a place to sit with your child on your lap or in front of you.

7. If your child becomes very restless or uncooperative, please step outside the foom for a few seconds. This helps everyone to concentrate on the story program.

8. Plan to check out books for your child to take home to enhance the storytime experience. Some books will be in the Activity Center.

9. You will receive a handout on the fifth week that lists the books, fingerplays, songs, and rhymes used in the program, and ideas for you and your child to do at home.

Our main goal is for everyone to have a good time. With your help, we can develop and nurture your two-year-old's love of books and the library. The library staff will be happy to assist you either before or after storytime with selection of books or other library services.

Patti A. Barb, Storyteller

Nancy J. Smith, Manager

Children's/Young Adult Services Department
Westerville Public Library
126 South State Street
Westerville, Ohio 43081
882-7277 (ext 28)

SAMPLE PROGRAMS

2 X 2
TODDLER STORY TIME
WESTERVILLE PUBLIC LIBRARY
SEPTEMBER 17 and 18, 1990

"WELCOME" - SONG

TIMID TIMOTHY - WILLIAMS (P)

"BEEHIVE" - FINGERPLAY

IT'S A PERFECT DAY - PIZER (P)

"IF YOU'RE HAPPY AND YOU KNOW IT" - SONG

FREIGHT TRAIN - CREWS (P)

"ENGINE ON THE TRACK" - FINGERPLAY

"CLICKETY-CLACK" - FINGERPLAY

"DOWN BY THE STATION" - SONG

COUNT THE POSSUMS - PUNNETT (P)

"LITTLE BOY BLUE" - FINGERPLAY

"TWINKLE, TWINKLE" - SONG

SOMEBODY'S SLEEPY - ROGERS (P)

"HICKORY, DICKORY, DOCK" - FINGERPLAY

WELCOME

Sung to: "Twinkle, Twinkle, Little Star"

Welcome, welcome, everyone.

Now you're here, we'll have some fun.

First we'll clap our hands just so,

Then we'll bend and touch our toe.

Welcome, welcome, everyone,

Now you're here, we'll have some fun.

BEEHIVE

Here is the beehive,

But where are the bees?

Hiding away where nobody sees.

Now they come creeping out of the hive,

Let's count them, 1, 2, 3, 4, 5.

Bzzzzzz.....

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it,

Clap your hands.

If you're happy and you know it,

Clap your hands.

If you're happy and you know it,

Then your face will surely show it.

If you're happy and you know it,

Clap your hands.

... stomp your feet

... turn around

... hop up and down

... shake all over

... sit back down

ENGINE ON THE TRACK

Here is the engine on the track. (hold up thumb)

Here is the coal car, just in back. (pointer)

Here is the box car to carry freight. (middle)

Here is the mail car. Don't be late. (ring)

Way back here at the end of the train. (little)

Rides the caboose through the sun and rain.

CLICKETY-CLACK

Clickety-clack, clickety-clack

See the train

On the track.

Clickety-clack, clickety-clack,

See the train

Going back.

DOWN BY THE STATION

Down by the station early in the morning

See the little pufferbellies all in a row

See the engine driver pull the little throttle

Chug! Chug! Poof! Poof! Off we go.

LITTLE BOY BLUE

Little Boy Blue,

Come blow your horn,

The sheep's in the meadow,

The cow's in the corn.

Where is the boy

Who looks after the sheep?

He's under a haystack

Fast asleep.

Will you wake him?

No, not I,

For if I do,

He's sure to cry.

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, Twinkle, Little Star

How I wonder what you are;

Up above the world so high,

Like a diamond in the sky;

Twinkle, Twinkle, Little Star,

How I wonder what you are.

HICKORY, DICKORY, DOCK

Hickory, dickory, dock!

The mouse ran up the clock;

The clock struck one,

and down he run,

Hickory, dickory, dock!

2 X 2
TODDLER STORY TIME
WESTERVILLE PUBLIC LIBRARY
SEPTEMBER 24 and 25, 1990

"WELCOME" - SONG

APPLE PIGS - ORBACH (P)

"IN THE APPLE TREE" - FINGERPLAY

"PAT-A-CAKE" - FINGERPLAY

CAKE FOR BARNEY - DUNBAR (P)

"THIS OLD MAN" - SONG

HELP DRESS PRISCILLA - PUNNETT (P)

"MULBERRY BUSH" - SONG

"THIS IS ME" - FINGERPLAY

SOUNDS MY FEET MAKE - BLANCHARD (P)

"OVER IN THE BARNYARD" - SONG

"JACK AND JILL" - FINGERPLAY

"TWINKLE, TWINKLE" - SONG

OH, I LOVE - HARNESS (P)

"HICKORY, DICKORY, DOCK" - FINGERPLAY

WELCOME

Sung to: "Twinkle, Twinkle, Little Star"

Welcome, welcome, everyone.

Now you're here, we'll have some fun.

First we'll clap our hands just so,

Then we'll bend and touch our toe.

Welcome, welcome, everyone.

Now you're here, we'll have some fun.

IN THE APPLE TREE

Away up high in an apple tree (point up)

Two red apples smiled at me (form circles with fingers)

I shook that tree as hard as I could (shake tree)

Down came the apples and m-m-m-m they were good. (rub stomach)

Away up high in a lemon tree

Two little lemons smiled at me

I shook that tree for maybe an hour

Down came the lemons - oh, were they sour.

PAT-A-CAKE

Pat-a-cake, pat-a-cake, baker's man

Bake me a cake as fast as you can

Roll it and pat it, and mark it with a "B"

Put it in the oven for baby and me.

THIS OLD MAN

This old man, he played one

He played knick-knack on my thumb

With a knick-knack, paddy wack, give the dog a bone,

This old man came rolling home.

This old man, he played two

He played knick-knack on my shoe

With a knick-knack....

This old man, he played three

He played knick-knack on my knee

With a knick-knack....

This old man, he played four,

He played knick-knack on my door,

With a knick-knack....

This old man, he played five

He played knick-knack on my hive

With a knick-knack....

This old man, he played six

He played knick-knack on my sticks

With a knick-knack....

This old man, he played seven,

He played knick-knack up in heaven,

With a knick-knack...

This old man, he played eight,

He played knick-knack on my gate,

With a knick-knack....

This old man, he played nine,

He played knick-knack on my vine

With a knick-knack....

This old man, he played ten,

He played knick-knack all over again

With a knick-knack....

THE MULBERRY BUSH

Here we go round the Mulberry Bush,

the Mulberry Bush, the Mulberry Bush,

Here we go round the Mulberry Bush

so early in the morning.

This is the way we scrub our clothes,

we scrub our clothes, we scrub our clothes,

This is the way we scrub our clothes

so early in the morning.

This is the way we hang our clothes,

we hang our clothes, we hang our clothes,

This is the way we hang our clothes,

so early in the morning.

This is the way we iron our clothes,

iron our clothes, iron our clothes,

This is the way we iron our clothes,

so early in the morning.

THIS IS ME

Here are my ears, (touch ears)

Here is my nose, (touch nose)

Here are my fingers (touch fingers)

And here are my toes. (touch toes)

Here are my eyes, (touch eyes)

Opened so wide, (open eyes wide)

Here is mouth with my teeth inside.
(touch mouth, point to teeth)

Here is my tongue to help me speak (point to tongue)

Here is my chin (touch chin)

And here are my cheeks. (touch cheeks)

Here are my hands that help me play, (show hands)

And here are my feet that run all day. (show feet)

OVER IN THE BARNYARD
sung to: Down by the Station

Over in the barnyard

Late in the evening,

See the little duckies

Standing in a row.

See the busy farmer

Giving them their dinner.

Quack, quack, quack, quack.

Off they go.

Over in the barnyard

Late in the evening,

See the little piggies

Standing in a row.

See the busy farmer

Giving them their dinner.

Oink, oink, oink, oink

Off they go.

....chickies

....lambies

....cows

JACK AND JILL

Jack and Jill

Went up the hill,

To fetch a pail of water;

Jack fell down,

And broke his crown,

And Jill came tumbling after.

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, Twinkle, Little Star

How I wonder what you are;

Up above the world so high,

Like a diamond in the sky;

Twinkle, Twinkle, Little Star,

How I wonder what you are.

HICKORY, DICKORY, DOCK

Hickory, dickory, dock!

The mouse ran up the clock;

The clock struck one,

and down he run,

Hickory, dickory, dock!

2 X 2
TODDLER STORY TIME
WESTERVILLE PUBLIC LIBRARY
OCTOBER 1 and 2, 1990

"WELCOME" - SONG

TON AND PON TWO GOOD FRIENDS - IWAMURA (P)

"WHERE IS MY FRIEND?" - FINGERPLAY

"FOUR RED APPLES" - FINGERPLAY

"MARMALADE'S YELLOW LEAF - WHEELER (P)

"LITTLE ARABELLA MILLER" - FINGERPLAY

"WHEN THE LEAVES ARE ON THE GROUND" - FINGERPLAY

"HERE WE GO LOOBY LOO" - SONG

HELP JUMBO ESCAPE - PUNNETT (P)

"ELEPHANT'S TRUNK" - FINGERPLAY

"LITTLE BO PEEP" - FINGERPLAY

GOOD-NIGHT, OWL - HUTCHINS (P)

"WIDE-EYED OWL" - FINGERPLAY

"ROCK-A-BYE BABY" - SONG

"TWINKLE, TWINKLE" - SONG

MAXWELL MOUSE - GORDON (READER)

"HICKORY, DICKORY, DOCK" - FINGERPLAY

WELCOME

Sung to: "Twinkle, Twinkle, Little Star"

Welcome, welcome, everyone.

Now you're here, we'll have some fun.

First we'll clap our hands just so,

Then we'll bend and touch our toe.

Welcome, welcome, everyone.

Now you're here, we'll have some fun.

WHERE IS MY FRIEND?

Where is my big friend?
(Hide both hands behind back).

Where is my big friend?

Sing in deep voice. Here I am.
(Bring right thumb out to front)
(Repeat with left thumb)

How are you today, friend?
(Wiggle right thumb)

Very well I thank you.
(Wiggle left thumb)

Let's run and play.
(Hide right thumb behind back)

Let's run and play.
(Repeat with left thumb)

FOUR RED APPLES

Sung to: "This Old Man"

Four red apples on the tree,

Two for you and two for me.

So-o shake that tree and watch them fall,

One, two, three, four. That is all.

LITTLE ARABELLA MILLER

Little Arabella Miller found a woolly caterpillar.

First it crawled up on her mother,

then up on her baby brother;

All said, "Arabella Miller,

take away that caterpillar."

(Extend one arm downward all the way, palm down, in the gesture indicating smallness. Wriggle one finger, like a caterpillar. Crawl with two fingers up one forearm, then reverse hand and arm. On the words "take away...," make a quick dismissing motion with one hand.)

WHEN THE LEAVES ARE ON THE GROUND

When the leaves are on the ground. (point to floor)

Instead of on the trees, (hands clasped over head)

I like to make a great big pile of them

Way up to my knees. (hands on knees)

I like to run and jump in them (jump once)

And kick them all around. (kicking motion with foot)

I like the prickly feel of them

And the crickly, crackly, sound. (click fingernails)

HERE WE GO LOOBY LOO

Here we go Looby Loo,

Here we go Looby light,

Here we go Looby Loo

All in a Saturday night.

I put my right hand in,

I put my right hand out;

I give my hand a shake, shake, shake

And turn myself about.

I put my left hand in, etc.

I put my right foot in, etc.

I put my left foot in, etc.

I put my whole self in, etc.

ELEPHANT'S TRUNK

The elephant has a great big trunk
(pretend an arm is the trunk)

That goes swinging, swinging so.
(swing trunk)

He has tiny, tiny, eyes that show him where to go. (point to eyes)

His huge long ears go flapping, flapping up and down, (pretend hands are ears)

His great feet go stomping, stomping on the ground. (stomp with feet)

LITTLE BO PEEP

Little Bo Peep has lost her sheep,

And doesn't know where to find them;

Leave them along, and they'll come home,

Wagging their tails behind them.

Little Bo Peep fell fast asleep,

And dreamt she heard them bleating;

But when she awoke, she found it a joke,

For they were still a-fleeting.

Then up she took her little crook,

Determined for to find them;

She found them indeed, but it made her heart bleed,

For they'd left their tails behind them.

WIDE-EYED OWL

Here's a wide-eyed owl (bring pointer finger and thumb of both hands together and place before eyes)

With a pointed nose (make a peak with two forefingers and place before nose)

And claws for toes. (hands arched before chest, fingers curled)

He lives high in a tree. (hands clasped high above head)

When he looks at you (index finger and thumb of both hands together before eyes)

He flaps his wings (bend elbows, flap hands)

And says, "Whoo, whoo-o-o." (make "whoo" sound)

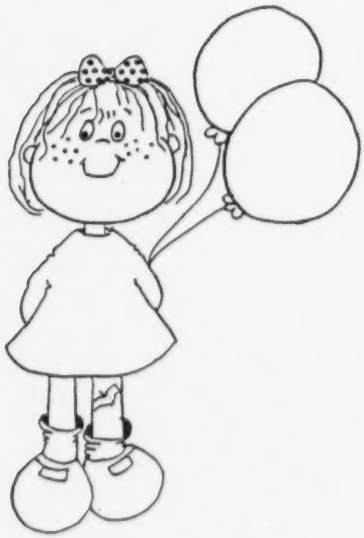
ROCK-A-BYE BABY

Rock-a-bye baby, on the tree top

When the wind blows, the cradle will rock,

When the bough breaks, the cradle will fall,

Down will come baby, cradle and all.



TWINKLE, TWINKLE, LITTLE STAR

Twinkle, Twinkle, Little Star

How I wonder what you are;

Up above the world so high,

Like a diamond in the sky;

Twinkle, Twinkle, Little Star,

How I wonder what you are.

HICKORY, DICKORY, DOCK

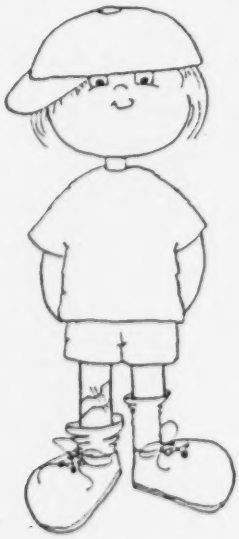
Hickory, dickory, dock!

The mouse ran up the clock;

The clock struck one,

and down he run,

Hickory, dickory, dock!



2 X 2
TODDLER STORY TIME
WESTERVILLE PUBLIC LIBRARY
OCTOBER 8 and 9, 1990

"WELCOME" - SONG

WHERE ARE YOU GOING, EMMA? - TITHERINGTON (P)

"APPLES" - FINGERPLAY

"LEAVES" - FINGERPLAY

FLYING - CREWS (P)

"FLY IS ON MY NOSE" - SONG

IT LOOKED LIKE SPILT MILK - SHAW (P)

"HEY DIDDLE DIDDLE" - FINGERPLAY

"LONDON BRIDGE" - SONG

PEEK-A-BOO SUE - PUNNETT (P)

"BROWN KANGAROO" - FINGERPLAY

"PEEKABOO" - SONG

NAME PATTY'S PETS - PUNNETT (P)

"BINGO" - SONG

"TWINKLE, TWINKLE" - SONG

'NIGHT, MOTHER GOOSE - BERNAL (P)

"HICKORY, DICKORY, DOCK" - FINGERPLAY

WELCOME

Sung to: "Twinkle, Twinkle, Little Star"

Welcome, welcome, everyone.

Now you're here, we'll have some fun.

First we'll clap our hands just so,

Then we'll bend and touch our toe.

Welcome, welcome, everyone.

Now you're here, we'll have some fun.

APPLES

Let's pick an apple from the tree;
(reach up, pick apple)

It looks so round and red to me
(make circle with thumbs and forefingers touching)

I rub it 'til it's shiny bright
(hold imaginary apple, rub hands around it)

And then I take a crunch bite.
(bite apple)

LEAVES

The wind blows the leaves;
(wiggle fingers up and down)

It blows through the trees.
(move arms up and down)

The leaves spin around,
(turn around--moving arms and fingers)

And fall to the ground.
(fall to ground)

A FLY IS ON MY NOSE

Sung to: "The Farmer in the Dell"

A fly is on my nose,

A fly is on my nose,

Heigh-ho, just watch me blow,

A fly is on my nose.

A fly is on my head....

A fly is on my ear....

A fly is on my elbow....

A fly is on my toe....

A fly is on my knee....

HEY DIDDLE DIDDLE

Hey diddle, diddle,

The cat and the fiddle,

The cow jumped over the moon;

The little dog laughed

To see such sport,

And the dish ran away with the spoon.

LONDON BRIDGE

London bridge is falling down,

Falling down, falling down,

London bridge is falling down,

My fair lady.

Shake her up with pepper and salt,

Pepper and salt, pepper and salt,

Shake her up with pepper and salt,

My fair lady.

BROWN KANGAROO

The brown kangaroo is very funny

She leaps and runs and hops like a bunny.
(hop)

And on her stomach is a pocket so wide,
(put hand on stomach like a pocket)

Her baby can jump in and go for a ride.
(have other hand jump into "pocket")

PEEKABOO
Sung to: "Frere Jacques"

Where are you hiding?

Where are you hiding?

I can't see you.

I can't see you.

Are you here or over there?

Are you here or over there?

Peekaboo!
Peekaboo!

BINGO

There was a farmer had a dog and Bingo was his name-o,

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O

And Bingo was his name-o.

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, Twinkle, Little Star

How I wonder what you are;

Up above the world so high,

Like a diamond in the sky;

Twinkle, Twinkle, Little Star,

How I wonder what you are.

HICKORY, DICKORY, DOCK

Hickory, dickory, dock!

The mouse ran up the clock;

The clock struck one,

and down he run,

Hickory, dickory, dock!

2 X 2
TODDLER STORY TIME
WESTERVILLE PUBLIC LIBRARY
OCTOBER 15 and 16, 1990

"WELCOME" - SONG

POPCORN DRAGON - THAYER (P)

"POP! POP! POP!" - FINGERPLAY

"POP GOES THE WEASEL" - SONG

LITTLE RED HOUSE - SAWICKI (P)

"THEY'RE A PART OF ME" - SONG

"FALL IS HERE" - SONG

"APPLE/STAR" - STORY

"EAT AN APPLE" - FINGERPLAY

OLD MOTHER HUBBARD - HAWKINS (P)

NAME LIZZY'S COLORS - PUNNETT (P)

"IF YOUR CLOTHES HAVE ANY RED" - SONG

PUMPKIN, PUMPKIN - TITHERINGTON (P)

"PUMPKIN, PUMPKIN" - FINGERPLAY

"HUMPTY DUMPTY" - FINGERPLAY

"TWINKLE, TWINKLE" - SONG

MONSTER CAN'T SLEEP - MUELLER (P)

"HICKORY, DICKORY, DOCK" - FINGERPLAY

WELCOME

Sung to: "Twinkle, Twinkle, Little Star"

Welcome, welcome, everyone.
Now you're here, we'll have some fun.
First we'll clap our hands just so,
Then we'll bend and touch our toe.
Welcome, welcome, everyone.
Now you're here, we'll have some fun.

POP! POP! POP!

Pop! Pop! Pop! (clap hands)
Pour the corn into the pot.
Pop! Pop! Pop! (clap hands)
Take and shake it 'til it's hot.
Pop! Pop! Pop! (clap hands)
Lift the lid -- what have we got?
Pop! Pop! Pop! (clap hands)
POPCORN! (say loudly)

POP GOES THE WEASEL

All around the cobbler's bench
The monkey chased the weasel.
The monkey thought 'twas all in fun.
Pop! goes the weasel.

THEY'RE A PART OF ME

Sung to: "The Wheels on the Bus"

I can make my hands go clap, clap, clap,
Clap, clap, clap,
Clap, clap, clap.
I can make my hands go clap, clap, clap.
They're a part of me.

I can make my eyes to blink....
I can make my fingers go snap....
I can make my feet go stomp....
I can make my legs go jump....
I can make my tongue go click....
I can make my hips go wiggle....
I can make my lips go kiss....

FALL IS HERE

Sung to: "Frere Jacques"

Fall is here
Fall is here
Time for fun
Time for fun
Piles of leaves for jumping
Carving out the pumpkin
Blackbirds fly
Apple pie

EAT AN APPLE

Eat an apple (bring right hand to mouth)

Save the core. (close right hand in fist)

Plant the seeds (bend down, touch hand to ground)

And grow some more! (extend both arms out)

IF YOUR CLOTHES HAVE ANY RED

Sung to: "If You're Happy and You Know It"

If your clothes have any red, any red,

If your clothes have any red, any red.

If your clothes have any red, put your finger on your head,

If your clothes have any red, any red.

If your clothes have any blue, any blue,

If your clothes have any blue, any blue,

If your clothes have any blue, put your finger on your shoe,

If your clothes have any blue, any blue.

If your clothes have any green,
wave your hand so you are seen....

If your clothes have any yellow
smile like a happy fellow....

If your clothes have any brown
turn your smile into a frown....

If your clothes have any black
put your hands behind your back....

PUMPKIN, PUMPKIN

Pumpkin, Pumpkin

Sitting on the wall. (child sits on floor)

Pumpkin, Pumpkin,

Tip and fall. (child tips and falls over)

Pumpkin, Pumpkin,

Rolling down the street. (child rolls on floor)

Pumpkin, Pumpkin,

Trick or Treat.

HUMPTY DUMPTY

Humpty Dumpty sat on a wall,

Humpty Dumpty had a great fall;

All the King's horses and all the King's men

Couldn't put Humpty together again.

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, Twinkle, Little Star

How I wonder what you are;

Up above the world so high,

Like a diamond in the sky;

Twinkle, Twinkle, Little Star,

How I wonder what you are.

HICKORY, DICKORY, DOCK

Hickory, dickory, dock!

The mouse ran up the clock;

The clock struck one,

and down he run,

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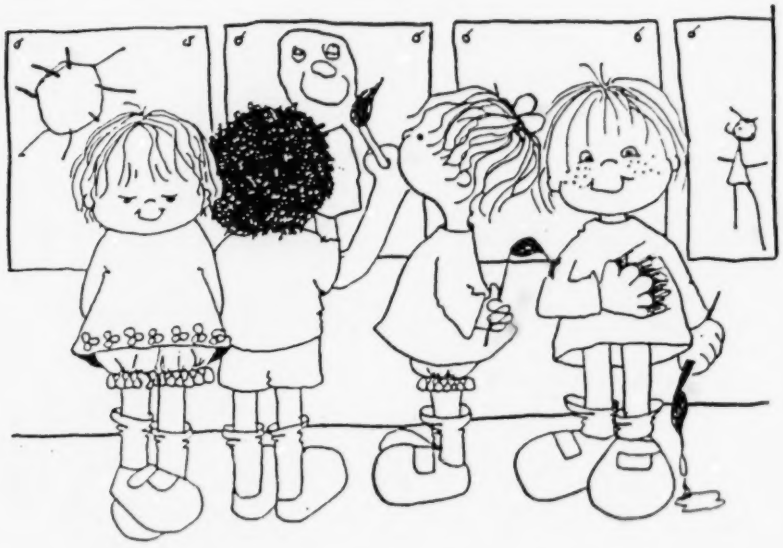

Westerville Public Library

2 x 2: A Story Time for Two-Year-Olds

Dear Parent:

We would appreciate your comments about the 2 x 2 toddler program in order to help evaluate its worth. Please respond to the following questions:

Time of Day: OK_____ Too early_____ Too late_____
Length:
(each program) OK_____ Too short_____ Too long_____
Length: (series) OK_____ Too short_____ Too long_____
Place: OK_____ Too small_____ Too large_____
Too many distractions_____
Size of group: OK_____ Too small_____ Too large_____
Seating: Adequate_____ Inadequate_____

Please explain_____

_____

Program and materials used:

Stories, activities OK_____
Not enough planned_____ Too much planned_____
Child not interested in stories_____
Child not interested in activities_____
Stories, activities too old for child_____
Stories, activities too young for child_____

Would you attend this program again?_____
Why or why not?_____

_____

Would you recommend this program to a friend or neighbor? Yes_____ No_____
Did you find this program helpful in selecting library materials for your child? Yes_____ No_____

Since you both began participating in the program, have you noticed any changes in your child:

Longer attention span Yes_____ No_____
Greater interest in looking at books Yes_____ No_____
Greater interest in listening to stories at home Yes_____ No_____
Greater enjoyment and interest in coming to the library Yes_____ No_____
Greater rapport with other children Yes_____ No_____
Greater rapport with adults outside the family Yes_____ No_____

Do you have any comments you would like to add?_____

_____

This form may be returned to the Children's/Young Adult Services Department. Thank you for your input.

Patti A. Barb, Storyteller Nancy J. Smith, Manager

Westerville Public Library
126 South State Street
Westerville, Ohio 43081
882-7277 ext 28

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